**The Kindergarten Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| View introductory video from Pearson to review concepts of greater and less. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| *Teacher models higher order thinking skills using the video. (Example : How do I know there are more peppers or tomatoes?) Teacher matches tomatoes one to one and shows there are more peppers.* | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Using the two-sided counters and the document camera drop 10 counters on the surface and ask the class which color has more? Ask class which color has more? Get a class response ( thumbs up, etc.) How do you know that color has more? Invite a student to come up to document camera and demo for class. Does someone know a different way? Repeat process 2 or 3 times with whole group. As group demonstrates understanding, break into small groups or partners to continue exploration and asking how did you know? | |

|  |
| --- |
| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
|  |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
|  |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
|  |